

| March | | | | |
|---|------|---------------|--------|-------|
| Argument Literacy | 3-1 | 8:30am-3:30pm | ADE | Free |
| Webinar: Grammar Basics: Eight Parts of Speech | 3-1 | 4:00pm-5:00pm | Online | Free |
| Webinar: Reading for the Rhetorical Situation | 3-2 | 3:30pm-4:30pm | Online | Free |
| Teaching Reading Effectively (March-May Cohort) | 3-7 | 8:30am-4:00pm | ADE | 80.00 |
| STEMinars: Effectively Using Socratic Seminars to Enhance Your STEM Teaching and Learning | 3-8 | 8:00am-3:30pm | ADE | 80.00 |
| Webinar: Text Complexity | 3-9 | 4:00pm-5:00pm | Online | Free |
| Webinar: EQuIP ELA: Evaluating Instructional Materials for Alignment with the Arizona ELA Standards | 3-10 | 3:30pm-4:30pm | Online | Free |
| Webinar: Grammar Basics: Standards and Multisensory Approaches Part 1 | 3-15 | 4:00pm-5:30pm | Online | Free |
| Academic and Argument Writing | 3-15 | 8:30am-3:30pm | ADE | 40.00 |
| Research Based Vocabulary Instruction for Grades 3-8 | 3-21 | 8:30am-3:30pm | ADE | Free |
| Webinar: Grammar Basics: Standards and Multisensory Approaches Part 2 | 3-22 | 4:00pm-5:30pm | Online | Free |
| Literacy in Social Studies | 3-29 | 8:30am-3:30pm | ADE | Free |
| Webinar: Grammar Basics: Standards and Multisensory Approaches Part 3 | 3-30 | 4:00pm-5:30pm | Online | Free |
| Webinar: Instructional Shifts, Literary Practices, and Student Outcomes | 3-31 | 3:30pm-4:30pm | Online | Free |
| April | | | | |
| Research and Information Fluency | 4-5 | 8:30am-3:30pm | ADE | 40.00 |
| Webinar: Close Reading in the Classroom | 4-5 | 4:00pm-5:00pm | Online | Free |
| Inquiry, Discourse, and Debate | 4-7 | 8:30am-3:30pm | ADE | Free |
| Webinar: Rhetorical Grammar: Overview | 4-12 | 3:30pm-4:30pm | Online | Free |
| Webinar: Research and Information Fluency | 4-19 | 3:30pm-4:30pm | Online | Free |
| Teaching Reading Effectively (April-May Cohort) | 4-22 | 8:30am-4:00pm | ADE | 80.00 |
| Using Socratic Seminar to Meet Arizona's English Language Arts Standards - with Diana Green | 4-26 | 8:30am-3:30pm | ADE | 95.00 |
| Webinar: Argument Literacy | 4-26 | 3:30pm-4:30pm | Online | Free |
| May | | | | |
| Rhetorical Grammar | 5-3 | 8:30am-3:30pm | ADE | Free |
| Webinar: Reading for the Rhetorical Situation | 5-5 | 3:30pm-4:30pm | Online | Free |
| Academic and Argument Writing | 5-10 | 8:30am-3:30pm | ADE | 40.00 |
| K-2 Writing Foundations | 5-10 | 8:30am-4:00pm | ADE | 60.00 |
| Webinar: Grades 3-5 Writing Standards Implementation Series: Part I – Overview, Perspectives, and Daily Writing | 5-11 | 4:00pm-5:00pm | Online | Free |
| Webinar: EQuIP ELA: Evaluating Instructional Materials for Alignment with the Arizona ELA Standards | 5-12 | 3:30pm-4:30pm | Online | Free |
| Webinar: Grades 3-5 Writing Standards Implementation Series: Part II – Task, Audience, and Purpose | 5-17 | 4:00pm-5:00pm | Online | Free |
| Webinar: Instructional Shifts, Literary Practices, and Student Outcomes | 5-19 | 3:30pm-4:30pm | Online | Free |
| Close Reading | 5-20 | 8:30am-3:30pm | ADE | Free |
| Webinar: Grades 3-5 Writing Standards Implementation Series: Part III – Writing Fluency | 5-24 | 4:00pm-5:00pm | Online | Free |

| | | | | |
|---|--------------|------------------|-----------------|-------|
| June | | | | |
| Webinar: Grades 3-5 Writing Standards Implementation Series: Part IV – A Community of Engaged Writers | 6-1 | 4:00pm-5:00pm | Online | Free |
| Webinar: EQuIP ELA: Evaluating Instructional Materials for Alignment with the Arizona ELA Standards | 6-2 | 3:30pm-4:30pm | Online | Free |
| Helping Struggling Readers Navigate Complex Informational Text | 6-10 | 8:30am-3:30pm | ADE | Free |
| Teaching Reading Effectively | 6-13 to 6-17 | 8:30am-4:00pm | ADE (Jefferson) | 80.00 |
| Webinar: Rhetorical Grammar Part I: Principles to Practice | 6-14 | 10:30am- 11:30am | Online | Free |
| Webinar: Research and Information Fluency | 6-14 | 3:30pm-4:30pm | Online | Free |
| Webinar: K-2 Writing Foundations Part I: Overview | 6-14 | 4:00pm-5:00pm | Online | Free |
| Using Digital Tools to Engage Students in the Writing Process | 6-15 | 8:30am-3:30pm | ADE | 65.00 |
| Argument Literacy | 6-16 | 8:30am-3:30pm | ADE | Free |
| Webinar: K-2 Writing Foundations Part II: Handwriting Fluency | 6-16 | 4:00pm-5:00pm | Online | Free |
| Teaching Reading Effectively | 6-20 to 6-24 | 8:30am-4:00pm | ADE (Jefferson) | 80.00 |
| Webinar: Rhetorical Grammar Part II: Enrich and Enhance Writing | 6-21 | 10:30am-11:30am | Online | Free |
| Webinar: Academic and Argument Writing: Entering the Conversation | 6-21 | 3:30pm-4:30pm | Online | Free |
| Webinar: K-2 Writing Foundations Part III: Spelling | 6-21 | 4:00pm-5:00pm | Online | Free |
| Webinar: Rhetorical Grammar Part III: Focusing on Errors | 6-23 | 10:30am-11:30am | Online | Free |
| Webinar: Academic Discourse and Debate | 6-23 | 3:30pm-4:30pm | Online | Free |
| Webinar: K-2 Writing Foundations Part IV: Sentence Construction | 6-23 | 4:00pm-5:00pm | Online | Free |
| Creative Use of Nonfiction in the ELA Classroom | 6-27 | 8:30am-3:30pm | ADE | Free |
| July | | | | |
| Teaching Reading Effectively: Trainer of Trainers | 7-11 to 7-15 | 8:30am-4:00pm | ADE (Jefferson) | 80.00 |
| Webinar: Grammar Basics: Eight Parts of Speech | 7-11 | 4:00pm-5:00pm | Online | Free |
| Webinar: Argument Literacy | 7-12 | 10:30am-11:30am | Online | Free |
| Webinar: Reading for the Rhetorical Situation | 7-12 | 3:30pm-4:30pm | Online | Free |
| Webinar: Grammar Basics: Standards and Multisensory Approaches to Teaching Grammar Part I | 7-12 | 4:00pm-5:30pm | Online | Free |
| Webinar: Grammar Basics: Standards and Multisensory Approaches to Teaching Grammar Part II | 7-13 | 4:00pm-5:30pm | Online | Free |
| Webinar: Grammar Basics: Standards and Multisensory Approaches to Teaching Grammar Part III | 7-14 | 4:00pm-5:30pm | Online | Free |
| Webinar: EQuIP ELA: Evaluating Instructional Materials for Alignment with the Arizona ELA Standards | 7-14 | 10:30am-11:30am | Online | Free |
| Webinar: Instructional Shifts, Literary Practices, and Student Outcomes | 7-14 | 3:30pm-4:30pm | Online | Free |
| Research Based Vocabulary Instruction for Grades 3-8 | 7-15 | 8:30am-3:30pm | ADE | Free |
| Research and Information Fluency | 7-18 | 8:30am-3:30pm | ADE | 40.00 |
| Teaching Reading Effectively | 7-18 to 7-22 | 8:30am-4:00pm | ADE (Jefferson) | 80.00 |
| Helping Struggling Readers Navigate Complex Informational Text | 7-25 | 8:30am-3:30pm | ADE | Free |
| Rhetorical Grammar | 7-27 | 8:30am-3:30pm | ADE | Free |

English Language Arts

Professional Development – Spring/Summer 2016

Descriptions of Face to Face Courses

Academic and Argument Writing: Entering the Conversation

Academic/Argument Writing: Entering the Conversation will address the challenges of effective writing instruction required by the Arizona Standards. This training will utilize some of the approaches found in *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein. Each participant will also receive a copy the book.

Participants will be eligible for 6.0 hours of professional development credit.

Argument Literacy

There is no doubt that argument writing plays an important role in Arizona's College and Career Ready Standards. But, what, exactly, does that mean? This one-day workshop is designed to build educator confidence about teaching and implementing argument writing in the ELA or content-area classroom. The workshop will introduce the following elements of Argument Literacy:

- The Basics of Rhetoric
- Building Blocks of Argumentation
- Rhetorical Modes/Purposes
- Effective use of evidence/Writing from Sources
- Using Argument in the ELA/Content classroom

Participants will be eligible for 5.5 hours of professional development credit.

K-2 Writing Foundations

This professional development focuses on evidence based practices for foundational writing instruction (handwriting, spelling and sentence construction) in K-2 classrooms. This training is based on the work of numerous researchers, and the text, *Best Practices in Writing Instruction*, edited by Steve Graham, Charles A. MacArthur, and Jill Fitzgerald, which all participants will receive. Research, assessment of student skills, and best practice and instructional strategies for immediate use in classrooms will be included. Writing opinion as outlined in K-2 standards will be addressed as well as technology in writing instruction.

Participants will be eligible for 6.0 hours of professional development credit.

Research, Information, and Writing Fluency: Developing Independent and Engaged Researchers and Writers

Research has always been a cornerstone of human learning and achievement. Teaching students to take control of their own research is critical if we want them to become independent, engaged, and active learners rather than passive receivers of information. How can we engage students in the research process so they see it as a relevant, transferable skill and not an assigned school task?

Students must be able to navigate, comprehend, and organize information confidently if we want them to participate in academic conversations and to create and defend sound arguments in a variety of disciplines and careers. This is especially important as we increase our demand for the solid incorporation of evidence and reasoning into student work in all content areas.

Not only do students need to know how to strategically navigate and evaluate information from multiple media formats, they need to be able to use that media to strategically and collaboratively share information as well. Does how we teach 'research' need to change? How has it evolved?

All participants will receive Christopher Lehman's book, *Energize Research Reading and Writing*. While the book is geared to grades 4-8, the strategies and ideas are completely relevant to the upper grades as well.

PLEASE BRING A DEVICE TO DO RESEARCH!

Participants will be eligible for 5.5 hours of professional development credit.

Using Socratic Seminar to Meet Arizona's English Language Arts Standards - with Diana Green (*Special Engagement)

Socratic Seminar is a deep analysis of works of quality and substance by a group of students facilitated by a teacher. A text can be a piece of literature, informative text, such as social studies and science, historical documents, or a piece of art or music. The main goal is for students to build conceptual understanding of the texts and ideas by asking questions, citing evidence, and conversing with each other to make meaning. Often, seminars are followed with a reflective piece of writing. Effectively implemented, Socratic seminars enhance reading comprehension, speaking, listening and writing skills; a perfect vehicle for teaching Arizona's English Language Arts Standards.

This one day session will include:

- Explanation of Socratic seminar
- Participation in a group seminar
- Discussion regarding how to select seminar readings and develop seminar questions for classes at all levels
- Development of and participation in mini-seminars
- A packet of materials, a book, and resources

You will receive and use the following book in the session:

Teaching Critical Thinking – Using Seminars for 21st Century Literacy by Terry Roberts and Laura Billings

Diana Green first began leading Socratic seminars while teaching middle school in Chattanooga, TN. She was trained at the Paideia Institute in Chicago where she learned the time-honored strategies that have endured the classic seminar structure. Diana currently works in Humboldt Unified School District where she has served as a principal, and is now Director of Education Services. Socratic seminar will always remain a passion in her repertoire of professional development for teachers.

Participants will be eligible for 6.5 hours of professional development credit.

Teaching Reading Effectively (TRE) – 5 day training

In support of A.R.S. 15-701 – *Move On When Reading*, A.R.S. 15-704 – *AZ READS*, and Arizona's College and Career Readiness ELA standards, the Arizona Department of Education is providing *Teaching Reading Effectively*. This course is strongly aligned to the AZ College and Career Readiness Standards - ELA: Foundational Skills (K-5), Reading Standards for Literature and Informational Text (K-5) and Language Standards (K- 5).

The content includes current research and evidence based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers and critical thinkers are included in this material. While the training is designed for K-5 instruction, it provides excellent information for K-3 Teachers and Special Education Teachers K-12 implementing school and district literacy plans.

Participants will be eligible for 32.5 hours of professional development credit.

TOT - Trainer of Trainers for Teaching Reading Effectively

For those educators who pass the exam at the end of the Teaching Reading Effectively course, you may attend the TOT Teaching Reading Effectively. This trainer of trainer cadre (TOT) will help in providing the 5-day teacher professional development opportunity both locally and regionally. Participants must commit to:

- attend the initial 5-day training
- attend a second 5-day training to complete the TOT preparation (only offered by ADE)
- pass the course exam upon completion
- be willing to provide *Teaching Reading Effectively* training to teachers in the school and district/charter

Participants will be eligible for 32.5 hours of professional development credit.

Descriptions of Webinars

Academic and Argument Writing

What does it mean to write 'academically'? How does argument writing fit into the picture? How do student (and teacher!) attitudes influence writing instruction? How do students see the transferability of writing skills to post-secondary environments, college or otherwise? This webinar discusses some ideas and strategies to help students and teachers embrace the writing skills called for in the Arizona English standards.

Participant is eligible for 1 hour of professional development credit.

Argument Literacy

Argument writing plays a special role in the Arizona English Language Arts standards because it is a critical skill necessary for success in the post-secondary world. According to Neil Postman, 'argument is the soul of an education because it forces a writer to evaluate the strengths and weaknesses of multiple perspectives.' This webinar is designed to share some of the major foundations, definitions, components and organizational structures of argument writing.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 Writing - Overview and Daily Time to Write

This is the first of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on the effect of daily writing. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion. Please download and be familiar with the handouts provided.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 Writing - The Writing Process: Task, Audience and Purpose

This is the second of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on the writing process, modeling and writing for different purposes. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion. Please download and be familiar with the handouts provided.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 - Writing Fluency

This is the third of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on the writing fluency skills of handwriting, keyboarding, spelling and sentence construction. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion. Please download and be familiar with the handouts provided.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 Writing – A Community of Engaged Writers

This is the fourth of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on engaging writers. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion.

Participant is eligible for 1 hour of professional development credit.

Instructional Shifts, Literacy Practices, and Student Outcomes

Participants will examine the literacy practices that are imbedded within the ELA instructional shifts and the outcomes that students should be able to demonstrate as a result. Participants will make connections between the Shifts, the Reading and Writing, Speaking and Listening, and Language Anchor standards for ELA with the expectations of College and Career Readiness outlined in the Writing Program Administrators' Outcome Statement for First-Year Composition used at our state universities and many other institutions across the country.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Overview

This one hour webinar is the beginning of a series of four webinars designed to outline the major components and elements of a solid K-2 foundational writing program. Participants will complete a standards hunt to identify all of the foundational writing standards for K-2 and understand the research and rationale for research based foundational writing instruction. The other webinars in this series will focus on the writing foundations of handwriting, spelling and sentence construction. Please consider attending with a partner to facilitate discussion. Download and be familiar with the documents provided.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Handwriting Fluency

This one hour webinar is the second in a series of four webinars focusing on K-2 Writing Foundations. This webinar will focus on the research and evidence that handwriting practice done in short intervals supports the acquisition of reading skills and promotes writing fluency. Similar to the idea of fluency in reading aids in comprehension of text, as young writers develop handwriting fluency, they can then focus their attention on generating and organizing ideas. Keyboarding skills will also be part of the discussion.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Spelling

This one hour webinar is the third in a series of four webinars that focus on K-2 Writing Foundations. In this training we will look at the research and rationale for teaching spelling to support reading and writing. We will also look at research based best practice with students using critical thinking skills to increase spelling proficiency by focusing on the orthographic features in words. Participants will also receive a checklist to evaluate a spelling program and tables linking the Arizona College and Career Ready Standards to spelling.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Sentence Construction

This is the fourth in a series of four webinars focusing on K-2 Writing Foundations. In this webinar we will focus on sentence construction and the research and best practice supporting instruction in sentence construction by Bruce Saddler in the book Best Practices in Writing Instruction. Participants will refresh their memory of simple sentences, compound subjects and predicates in simple sentences, compound sentences and sentence expansion leading up to complex sentences. Consider viewing this webinar with a partner to facilitate discussion.

Participant is eligible for 1 hour of professional development credit.

Grammar Basics- Eight Parts of Speech

This 1 hour webinar is designed to build content knowledge of the eight parts of speech. Each part of speech will be defined, with examples and illustrations provided. Background knowledge of the eight parts of speech is necessary in order to teach students the grammar and mechanics outlined in the Language standard of the Arizona College and Career Ready Standards.

Audience: Anyone

Grammar Basics Webinar Series- Standards and Multisensory Approaches to Teaching Grammar Part 1-3

This 4.5 hour webinar series consisting of three webinars 1.5 hour webinars is designed to review the ELA Language Standard #1, and draw upon the work of Suzanne Carreker, to provide a simple multisensory approach to initial teaching of the parts of speech in K-2 or as intervention instruction for older students. Participants will learn multisensory strategies for introducing the parts of speech, sentence structures and strategies for engaging students in grammar activities to reinforce grammar skills for writing and support reading comprehension.

Part 1- Standards progression K-5, Nouns, verbs, articles, simple sentences and learning activities

Part 2- Standards progression K-5 Adjectives, adverbs, prepositions, and learning activities

Part 3- Standards progression K-5 Conjunctions, compound sentences, complex sentences and learning activities

You must register for these separately.

It is recommended that participants have a yellow and an orange highlighter along with a set of red, yellow orange, blue, purple, green, and brown fine tip markers.

Reading for the Rhetorical Situation

Reading for the rhetorical situation requires students to go much deeper than just identifying the main ideas. Students need to focus simultaneously on the author's purpose, the message/text, the context for writing, and the audience it is addressing. It is not just what the text says, but how the text says it. This webinar will review the elements of the rhetorical situation and provide some strategies for helping students increase their rhetorical reading comprehension.

Participant is eligible for 1 hour of professional development credit.

Research and Information Fluency

Teaching students to strategically navigate massive amounts of information that is available through multi-media has become a priority as we increase our demand for incorporation of evidence and reasoning in student work. And not only do students need to know how to strategically navigate and evaluation information from multiple media formats, they need to be able to use that media to strategically and collaboratively share information as well. Does how we teach 'research' need to change? How has it evolved?

Participant is eligible for 2 hour of professional development credit.

Rhetorical Grammar (Parts I-III)

Based on Constance Weaver's book *Grammar to Enhance Writing*, this 3-part series will encourage teachers to rethink their approach to grammar as descriptive/prescriptive to one that is functional and pro-active. Grammar should be approached as an important tool that shapes and enhances a writer's message as she considers the task, purpose and audience. This is a 3-part series.

Participants will be eligible for 1 hour of professional development credit.